

A Kite for Moon

A teacher's guide created by Marcie Colleen
based on the picture book
written by Jane Yolen & Heidi E. Y. Stemple
illustrated by Matt Phelan



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Meet the Authors – Jane Yolen & Heidi E. Y. Stemple

Jane Yolen and Heidi E.Y. Stemple are a mother and daughter writing team. Jane has written more than 375 books including the *How Do Dinosaurs Say Goodnight* series and *Owl Moon* which won the Caldecott Medal. Heidi has written 28 books including *Counting Birds* and *Not All Princesses Dress In Pink*. This is their 21st book together. Jane and Heidi live and write on a big farm in Massachusetts with 2 houses. To find out more about Jane and Heidi visit their websites: www.janeyolen.com www.HeidiEYStemple.com.

Meet the Illustrator –Matt Phelan

Matt Phelan is the illustrator of many books for young readers, including *Flora's Very Windy Day* by Jeanne Birdsall, *Xander's Panda Party* by Linda Sue Park, and *The Higher Power of Lucky* by Susan Patron, winner of the 2007 Newbery Medal. He is the author/illustrator of the picture books *Druthers* and *Pignic*, as well as the graphic novels *The Storm in the Barn* (winner of the Scott O'Dell Award), *Around the World, Bluffton*, and *Snow White*. Matt lives in Ardmore, Pennsylvania. To learn more about Matt, visit him at www.mattphelan.com.

Meet the Curriculum Writer – Marcie Colleen

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing books at her own at home in San Diego, California. Visit Marcie at www.thisismarciecolleen.com.

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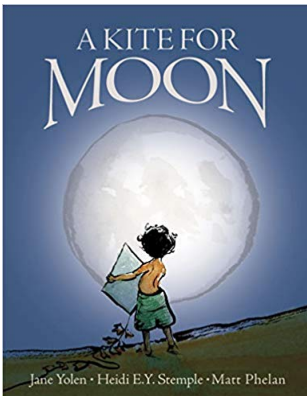
How to Use This Guide

This classroom guide for *A Kite for Moon* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *A Kite for Moon* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Would you like to tell the authors what you did after reading *A Kite for Moon* or share photos? Email HeidiEYS@gmail.com. Make sure to note if the photo can be shared on social media or not.



A Kite for Moon

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A Kite for Moon, written by *New York Times* bestselling author of *How Do Dinosaurs Say Goodnight?* Jane Yolen and her daughter, Heidi E. Y. Stemple, tells a heartfelt story about a young boy's fascination and unlikely friendship with the moon.

With whimsical illustrations by award-winning artist Matt Phelan, the story begins when the little boy, who is flying his kite, notices a sad Moon. He sends up kites to her, even writing notes to Moon promising he will come see her someday. This promise propels him through years and years of studying, learning, and training to be an astronaut!

English Language Arts

Reading Comprehension

Before reading *A Kite for Moon*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, dedication, copyright information, spine, end papers, and jacket flaps.

The Front Cover ~

- Describe what you see. Who do you think the boy is? What is the boy doing?
- Stand up and pretend to be the boy in the illustration. Pay close attention to the body shape of the character. How do you think this character feels? How does this pose make you feel?

The Title Page~

- Describe what you see. Pay close attention to details.
- What can you say about the setting of *A Kite for Moon* based on the title page illustration?
- Stand up and pretend to be the boy. How do you think he feels? How does this pose make you feel?

Dedication~

- *A Kite for Moon* is dedicated "To Neil Armstrong, who showed us the way."
- Who is Neil Armstrong?
- What do you think is meant by "who showed us the way?"
- Why do you think the authors and illustrator chose to dedicate this book to him?

Now read or listen to the book. Help students summarize in their own words what the book was about.

- How does Moon feel in the beginning? Why?
- What is the boy doing when he notices Moon?
- How does the boy try and make Moon feel better?
- What does the boy write on his kite?
- As years go by, why do you think the boy continued to send kites to Moon?
- List some of the things that the boy learned as he grew.
- While the boy is growing and learning, what is Moon doing?
- How does the boy finally visit moon?
- What do you think the girl on the final page is thinking? Do you think she will ever visit Moon? Why or why not?

Let's talk about the people who made *A Kite for Moon*:

- Who are the authors? Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Matt Phelan uses watercolor in his illustrations of Moon, depicting the many phases. Using watercolors, paint your own version of Moon.

Writing Activities

What Happened? ~ *A Kite for Moon's* Plot

Help students define the plot arc within *A Kite for Moon*.

Beginning	Middle	End
Enter problem:	First Then Next After that Finally	And the whole world watched.

BONUS: Using the basic plot structure above, create an original story about Moon. Students can work individually or as a class.

Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.

Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.

Additional writing activity: Using *A Kite for Moon* as inspiration, write your own story about traveling to the moon. How will you get there?

Moon's Point of View

Either as a class or individually, explore *A Kite for Moon* from the point of view of Moon. How does Moon feel? Why do you think Moon feels this way? What might Moon really want? How does Moon react to the many kites through the years? How does Moon feel when the boy finally visits?

Advanced classes will be able to re-create *A Kite for Moon* from Moon's point of view. However, the non-advanced class can simply create captions and thought-bubbles for Moon.

Additional Challenge: Try writing thought-bubbles for the boy in *A Kite for Moon*.

Writing Narrative and Dialogue

A Kite for Moon is written mostly in narration, with just a few lines of dialogue from the boy. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative ~ An account of the connected events. Often through a narrator who gives information on the feelings and actions of the story.

Speech/Dialogue ~ The written conversational exchange between two or more characters.

Rewrite *A Kite for Moon* using the following:

- Write a version of the story using only dialogue. No narration.
- Combine this new dialogue version with the published version of *A Kite for Moon*, in which both the boy and Moon speak and a narrator carries the action of the story.

How does this new version compare with the original version of *A Kite for Moon*? Which do you prefer? Why?

Another Kite for Moon

A Kite for Moon is about a boy and the moon. But on the last page, there is a new character. What do you think the little girl watching is thinking? Discuss as a class.

Explain what a sequel is and have students create their own sequel of *A Kite for Moon*.

Optional Story Starter: "Down below, a very small girl flying her kite on the beach near her house, looked up at the moon."

OR

Create the story as a class and then have each individual student create their own illustrations.

Each story should include a beginning, a middle and an ending.

Feelings and Moon

The moon has many phases: waxing, waning, full, eclipsed, etc. In *A Kite for Moon*, these phases are used to show the passage of time, but also the emotion of the moon.

Make moon feelings charts.

- List as many feelings as students can think of in the Feelings column (sad, mad, fear, nervous, happy, disappointed, excited, etc.).
- Have children choose a moon phase for each feeling and explain why they are choosing each phase for each feeling.
- Then, in the "When I Felt That Way" column, students should write about a time they felt that feeling.

FEELING	MOON PHASE	WHEN I FELT THAT WAY

- Choose one of the situations in the "When I Felt That Way" column and illustrate it using the moon phase included on the chart.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *A Kite for Moon* to life in your classroom and have fun with speaking and listening skills!

Feelings

Post the names of feelings in different colors for everyone to see. Use the talking stick (see below) and let children choose a feeling to make a sentence about that feeling.

“Today I feel excited because we have pizza for lunch.”

“Last week I felt lonely because my brother went away.”

“Yesterday I felt worried because I lost my jacket.”

Talking Stick

Create a talking stick for the classroom by decorating a 12-inch length of dowel or branch with images from the book *KITE FOR MOON*—kite, moon, rocketship, stars, etc.

With students sitting in a circle, explain that only the person who is holding the talking stick can talk. When the talking stick is put down again, the teacher/classmates respond to that student, then the stick moves to the next person to talk (the former talker can pull a name from a basket).

Mime

Mime a feeling/moon phase with gestures and facial expressions. Then have others try to guess that feeling/moon phase. For a variation have children draw the feeling from a “hat”—a basket/box/bag.

Mirroring

The moon is a mirror that reflects the sun. Have students stand in pairs. One person will be the actor. The other will be the mirror. The actor will make different movements slowly; the mirror must try to do the exact same movements at the same time as the actor—just like a mirror. Then switch places. Discuss the experience. Then change partners. Was the experience the same? different? How?

Math

Hopscotch to Moon

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.

Materials:

- Masking tape (for indoor version)

- Sidewalk chalk, markers, or dark crayons
- Beanbag or a “moon” rock
- One dice

Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

How to Play:

1. Place the beanbag or rock in one of the squares.
2. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (i.e., $2 + 4 = 6$, hop six spaces).
3. The students hop their way through, counting as they go.
4. If they land on the box with the beanbag/rock, they have reached the moon! If they overshoot or fall short they must start all over again.
5. Play continues until the moon is reached by everyone.

For an extra challenge, change the location of the moon each turn.

The Math of Building a Kite

Kids can make their own kites using the skills of math, measurement, and following instructions.

You will need:

- Two 3-foot-long dowel rods
- A stool of string or ribbon
- Sturdy paper (old shopping bags are perfect)
- Strong tape (such as duct tape or reflective tape)
- Art supplies for decorating

What to do:

1. Using a tape measure or ruler, measure the dowels.
2. On one of the dowels, make a mark at 2 feet.
3. Get an adult to help you cut the one dowel at the 2-foot mark.
4. Discard the foot-long piece of dowel.
5. You now have one 3-foot-long dowel and one 2-foot-long dowel.

6. On the 3-foot-long dowel, measure and make a mark at 1 foot.
7. Take the short dowel place it across the long dowel at the 1 foot mark.
8. Measure and cut one foot of string.
9. Tie the rods together into a cross shape with the string, making sure the rods stay together.
10. Place the rods on the paper.
11. With a ruler, measure and make a mark two inches from the end of each dowel.
12. With a pencil and ruler, draw a line to connect the marks and form a kite shape.
13. Cut out a paper kite shape.
14. Using a ruler, measure 2 inches around the inside of the kite shape. Make a mark.
15. Make a fold on each diagonal side of the kite at the 2-inch mark to create an edge. Secure with tape.
16. Tape the paper portion of the kite to the cross.
17. Decorate the kite, but do not use anything heavy or attach anything to the kite (beads, feathers, etc.) It's best to stick with markers, colored pencils and light paint.
18. Write your own message to Moon on the kite.
19. Tie the spool of string to the point where the bars cross, leaving the end attached to the spool.

BONUS: How do you measure the wind? Through observation and estimation, students can figure out the speed of the wind.

1-3 mph	Branches are still, flags hang limp
4-7 mph	Tree leaves rustle, flags move slowly
8-12 mph	Flags fly, bushes shake, leaves move
13-18 mph	Small branches shake, grass moves
19-24 mph	Large branches sway, flags flap noisily
25-31 mph	Trees shake, dust and sand flies

The best time to fly a kite is when the wind is between 4 and 12 miles-per-hour. If the wind is less, then most kites have problems flying. If the wind is more, then most kites will lose control. So, watch the trees, bushes, flags and grass to know when the wind is just right.

Science

To the Moon and Back ~ research and art project

Throughout time the moon has been a source of mystery which has been featured prominently in the mythology of many cultures. However, now that people have studied

extensively and walked on the moon, we know so much more about it. Although, its mystery and beauty still make it a much-studied topic.

- Cut several slips of paper. On half of the slips write "myth." On the other half write "fact." Each student must then pick a slip of paper.
- Students who draw a slip that says "myth" must research a myth about the moon that they will present to the class, such as "the moon is made of cheese" or "there is a man who lives in the moon."
- Students who draw a slip that says "fact" must research a fact about the moon and present it to the class.
- To avoid repeats in myths and facts, students must share their research with the teacher. If someone has already provided the myth or fact that the student brings to the teacher, they must research further. To avoid frustration, students should look for at least 3 myths or facts to present.

Using a mixture of paint and shaving cream (to give it texture) students can then paint a picture of the moon. To make the moon glow, use either glow-in-the-dark paint, glitter or, for older children, laundry detergent (which will glow in a black light).

Each student should write their moon myth or fact on their painting and display them around the classroom.

Astronomy Vocabulary

A Kite for Moon contains many astronomy words which may be new for students. Encourage them to use context clues from both the text and illustrations to infer meanings.

waxed	waned	shooting star
meteor	eclipse	telescope

Additional Exploration:

- While they read, ask students to look carefully for words they do not know. As soon as they come across a new vocabulary word, they should jot it down.
- Look up the unknown word in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.) Read the definition.
- Come up with a way to remember what the word means. Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.

Many Moons

There are many types of moons (though they are all the same moon in different phases). They just look different at different times.

Assign a different moon for students to research in the library and on the Internet.

- Crescent Moon
- Half Moon
- Full Moon
- Harvest Moon
- Blue Moon
- Snow Moon
- Super Moon
- Gibbous Moon

Possible sources for information:

- Nonfiction books
- Library research
- The Internet
- Nasa.gov

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

BONUS: In *A Kite for Moon*, the moon was still awake in the morning. But isn't moon supposed to only be out at night? Sometimes we do see the moon during the day. Why is this?

Recreating the Phases of the Moon (activity adapted from NASA.gov)

Students can "act out" the phases of the moon using this activity.

You will need:

- A desk lamp
- A Styrofoam ball
- A pencil

- A dark room

Place the lamp in the middle of the room.

Have each student poke the pencil into their Styrofoam ball, like a lollipop.

The desk lamp will represent the sun, and the Styrofoam ball is the moon. The person holding the Styrofoam ball is the Earth.

Directions:

Step 1: New Moon: To begin, students should face the lamp and extend the sphere directly in front of them, raising the sphere enough so they can also see the lamp. This view simulates a new moon. As students look at their moon, they will see that the sunlight is shining on the far side, opposite their view of the moon. From Earth, the new moon is not seen.

Crescent Moon: Keeping their arms extended in front of their bodies, have students turn their body and extended arm counterclockwise about 45 degrees. They should face their balls and observe what they now see. They should see the right-hand edge of the sphere illuminated as a crescent. The crescent starts out very thin and fattens up as the moon moves farther away from the sun (as the student begins to turn in a circle).

Step 2: First Quarter: Have students continue turning left so their moon and body are now 90 degrees to the left of their original position. The right half of the moon should now be illuminated. This phase is called the first quarter.

Step 3: Full Moon: When students move their moon so it is directly opposite the sun, as viewed from Earth, the half viewed from Earth is fully illuminated. (Make sure they hold their moon high enough so the "sunlight" is not blocked by their head.)

Step 4: Third or Last Quarter: Keep students turning, with arms extended, so they are now three-quarters of the way around from their original position. This is the third, or last, quarter. They should observe that the opposite side from the first quarter moon is now illuminated.

Step 5: Return to New Moon: The continued counterclockwise movement brings a thinning crescent and finally a return to a new moon.

Design a Space Capsule

The impact of traveling back to Earth from space is challenging and dangerous. This challenge allows students to test out the Scientific Method for themselves as they

problem-solve a way to create a space capsule that can protect an egg! Of course, a little imagination is going to go a long way here, too!

The Scientific Method is an eight-step series that engineers, scientists and inventors use to problem solve.

Step 1: Ask a Question

Step 2: Do Research

Step 3: Guess an Answer (also called a Hypothesis)

Step 4: Test Your Guess/Hypothesis

Step 5: Did it Work? Could it Be Better? Try Again

Step 6: Draw a Conclusion

Step 7: Write a Written Report of Your Results

Step 8: Retest

After introducing the eight steps to the class,

- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.). Check the recycling for other ideas of materials.
- Provide each group with an egg. Hardboiled eggs can be used for testing so that they will show cracks but won't make a mess.
- Each group must create a space capsule that can protect an egg from a 5-foot fall. Of course, most groups will want to create something that the whole egg will fit inside for ultimate protection.
- The groups must create an eight-page Scientific Notebook for their space capsule and carefully document their use of the Scientific Method throughout the process of creating their space capsule.

Once all space capsules have been prototyped, test them out one by one as a class. Did they work? Retest? If they didn't work, head back to the drawing board like a real inventor.

Often up awards to increase the competition.

- Strongest Capsule
- Most Attractive Capsule
- Most Materials Capsule
- Least Materials Capsule

Social Studies

Famous Astronauts

Assign a famous astronaut for students to research in the library and on the Internet. A list of 14 are below, but do not feel limited to those on the list.

- Neil Armstrong
- Buzz Aldrin
- Sally Ride
- John Glenn
- Michael Collins
- Alan Shepard
- Jim Lovell
- Valentina Tereshkova
- Scott Kelly
- Mae C. Jamison
- Gus Grissom
- Eileen Collins
- Christa McAuliffe
- Ronald McNair

Possible sources for information:

- Nonfiction books
- Library research
- The Internet

Take notes and gather as much information as possible on the following five topics about your astronaut:

- Early Life/Childhood/Family
- Life as an astronaut
- Legacy
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

Women in Space

Are there women astronauts? When did they first join the space program? Are there any women in space now? Did any women walk on the moon? Why do you think men were in space before women?

In 2019, there will be an all-female spacewalk. What makes this special? Who are the women? Did they dream of being an astronaut and work like the boy in the book? Can you write their stories?

Look up more women astronauts:

<https://www.nasa.gov/education/womenstem/women-in-space>

Life in 1969

2019 is the 50th Anniversary of the first Moon Landing in 1969. What else was happening in the world in 1969?

In small groups, research and present a poster showing what the world was like in 1969. Categories can include:

- World Events
- Fashion
- What kids were doing (games, TV, favorite foods)
- Music
- Movies
- Vehicles
- Foods and restaurants
- Advertisements

Additional writing activity: Interview someone who remembers the Moon Landing. For students without elders they can interview, make sure to have school employees available to be interviewed.

“One Small Step”

The words Neil Armstrong spoke as he stepped onto the moon were carefully chosen.

Listen to a recording of his words here:

<https://nssdc.gsfc.nasa.gov/planetary/lunar/a11step.aiff>.

Armstrong is reported to have made a mistake. NASA planned for Armstrong to say, "That's one small step for **a** man, one giant leap for mankind"; however, he left out the word "a" when he stepped onto the moon's surface.

Explore of Armstrong's famous words by discussing the all-important difference that one word can make. Take the opportunity to discuss the gendered language that Armstrong uses as well.

After exploring Armstrong's words in detail, turn to a discussion of why those words were chosen.

In a speech at Rice University on September 12, 1962, President John F. Kennedy said, "We choose to go to the moon! We choose to go to the moon in this decade and do the other things-not because they are easy, but because they are hard. Because that goal will serve to organize and measure the best of our abilities and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win."

How do Armstrong's words connect to Kennedy's, how do they connect to the mission at large, and how do they represent the space program?

What Makes a Good Friend?

Moon and the boy were friends.

Discuss what makes a good friend. Draw upon examples from your own friendships and create a list describing what makes a good friend.

Example: Good friends...

- Remember important things (birthdays, accomplishments, etc.)
- Are reliable.
- Do kind things for one another and use kind language.
- Help out when a friend is sad or has a problem.
- Like to spend time together.
- Have fun with one another.

Look closely at *Kite for Moon*. How do the boy and Moon act as good friends?

As a class, create an action plan on how to be a good friend.